North Carolina Department of Public Instruction
Federal Program Monitoring and Support Division (FPMS)

21st Century Community Learning Centers (CCLC)

FPMS Assistant Director (Interim) and 21st CCLC State Coordinator

Susan Brigman

Regional Program Administrators

Tammorah Mathis: Western and Southwest
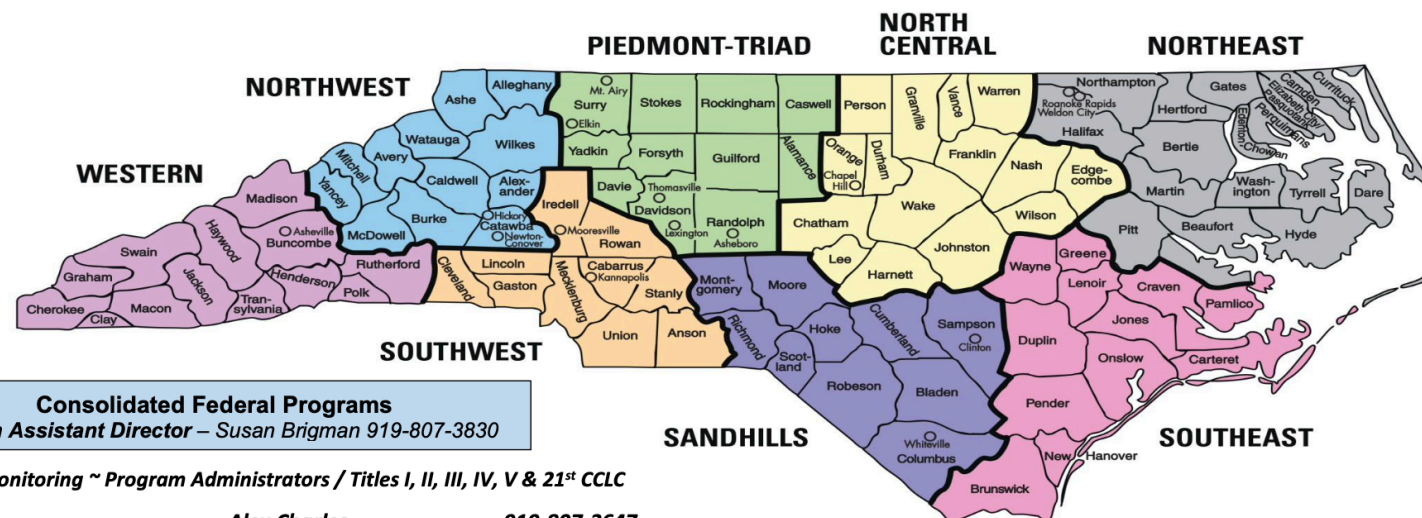**Jennifer Smith: Northwest and Piedmont-Triad**
Tara Powe: North Central and Northeast
Melissa Eddy: Sandhills and Southeast

Federal Program Monitoring & Support Division
Division Director – Vacant 919-807-3830

NORTHWEST — **PIEDMONT-TRIAD** — **NORTH CENTRAL** — **NORTHEAST**
WESTERN — **SOUTHWEST** — **SANDHILLS** — **SOUTHEAST**

Consolidated Federal Programs
Interim Assistant Director – Susan Brigman 919-807-3830

Cross-Program Monitoring ~ Program Administrators / Titles I, II, III, IV, V & 21st CCLC

Section Chief	**Alex Charles**	**919-807-3647**
Charters – Eastern 4 Regions	Dr. Tina Hinson	919-807-3958
Charters – Western 4 Regions	James Popp	919-807-3915
Migrant Education Program	Dr. Heriberto Corral	919-807-3962
Migrant Education Program	Rachel Wright-	919-807-3919
North Central Region	Talbot Troy	919-807-3792
Northeast Region	Freda Lee	919-807-3292
Northwest Region	Dr. Melissa Nixon	919-807-3959
Piedmont-Triad Region	Tina Letchworth	919-807-3955
Sandhills Region	Dr. Thomas Benson	919-807-3894
Southeast Region	Toni Warrick	919-807-3585
Southwest Region	Timothy Dryman	919-807-4049
Title III	Marshall Foster	919-807-3960
Western Region	Dr. Melissa Nixon	919-807-3959
Section Chief	**Susan Brigman**	**919-807-3830**
Administrative Assistant	Melba Strickland	919-807-4009
CCIP / Data / Fiscal Monitoring	Anita Harris	919-807-3234
Fiscal Monitoring	Katrina Blount	919-807-4069
North Central / Northeast	Tara Powe	919-807-3644
Northwest / Piedmont-Triad	Jennifer Smith	919-807-3949
Sandhills / Southeast	Melissa Eddy	919-807-3926
School Improvement / Special Projects	Vacant	
Title III Data	Susan Walz	919-807-3953
Western / Southwest	Tammorah Mathis	919-807-3374
Interim Section Chief	**Tina Letchworth**	**919-807-3955**

Federal Programs

Specific Program Areas of Responsibility

21st CCLC Program	Susan Brigman	919-807-3830
Comparability / CSI Schools	Tina Letchworth	919-807-3955
Foster Care Provisions *(SERVE)*	Sara Bigley	336-334-4638
Homeless Education *(SERVE)*	Lisa Phillips	336-315-7491
Neglected & Delinquent	Dr. Thomas Benson	919-807-3894
Private School Ombudsman	Talbot Troy	919-807-3792
Section 504	Freda Lee	919-807-3292
SIG Schools	Susan Brigman	919-807-3830
Teacher Loan Forgiveness	Toni Warrick	919-807-3585
Title I Preschool Programs	Carla Garrett	336-504-2037
TSI Schools	Alex Charles	919-807-3647

Federal Program Support

Administrative Assistant II	Richard Trantham	919-807-3957

Role of Federal Program Monitoring and Support Division

Over$550,000,000 in federal funds pass through FPMS to LEAs each year

Grants Administration

Program Monitoring

Data Collection and Reporting

Technical Assistance

Public Schools of North Carolina

Purpose of the 21st CCLC Grant:

- Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015, to provide federal funds to establish or expand community learning centers that operate during out-of-school hours with three specific purposes:

Programs _**must provide**_:

1. opportunities during non-school hours for academic enrichment, including providing tutorial services to help students (particularly students in high poverty areas and those who attend low performing schools) meet state and local student performance standards in core academic subjects such as reading and math;

2. students a broad array of additional services, programs, and quality enrichment activities that are designed to reinforce and complement the regular academic program of participating students;

3. families of students served by 21st CCLCs opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development designed to support a child's academic and social development.

21st CCLC Components

Academic enrichment, including tutoring

Additional services, programs, activities

Educational services to families of students

Help students be successful in school!

Required Program Activities

1. Academic activities aligned to NC Standard Course of Study (NCSCOS)
   - Focus on Reading
   - Focus on Math
   - Activities must support the overall goal of increased academic student achievement

2. Parent/Family Educational Activities
   - Focus on Literacy
   - Additional programming designed to provide adult family members with tools necessary to support their student's academic achievement goals

Additional Allowable Programming Activities

- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services, including those provided by senior citizen volunteers, and mentoring programs;
- Programs that provide after-school activities for limited English proficient (LEP) students and that emphasize language skills and academic achievement;
- Academic Field Trips;
- On-site Field Trips;

- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow them to improve their academic achievement;
- Drug and violence prevention programs;
- Counseling programs; and
- Character education programs.

Public Schools of North Carolina

# Additional Allowable Programming Activities

# How is the 21st CCLC Grant Program Different from other Federal Programs?

- Formula grants are awarded to State educational agencies, which in turn manage statewide **competitions** and award grants to eligible entities

- **21st CCLC Eligible entities include**:
    - Local educational agencies;
    - Community-based organizations;
    - City or County government agencies;
    - Faith-based organizations;
    - Institutions of higher education; and
    - For-profit corporations.
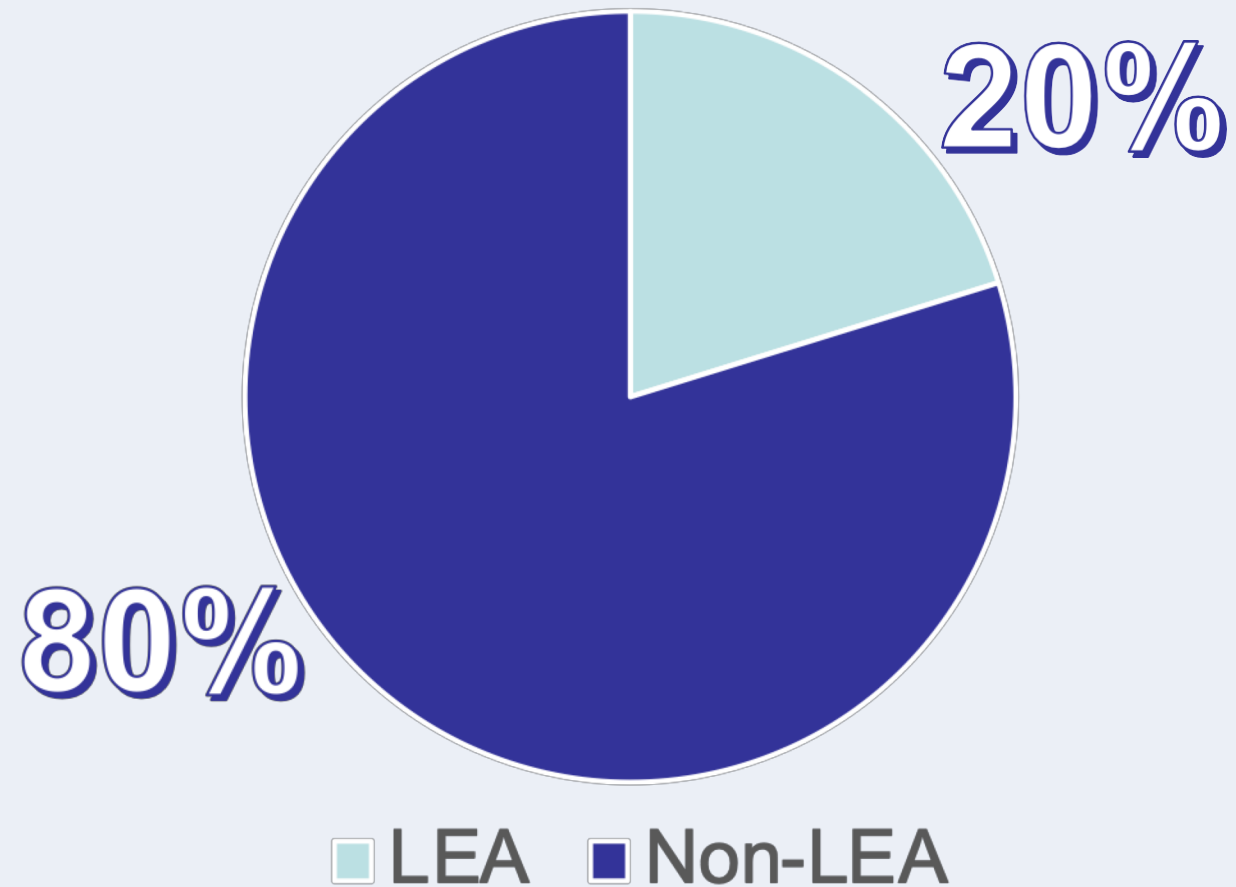
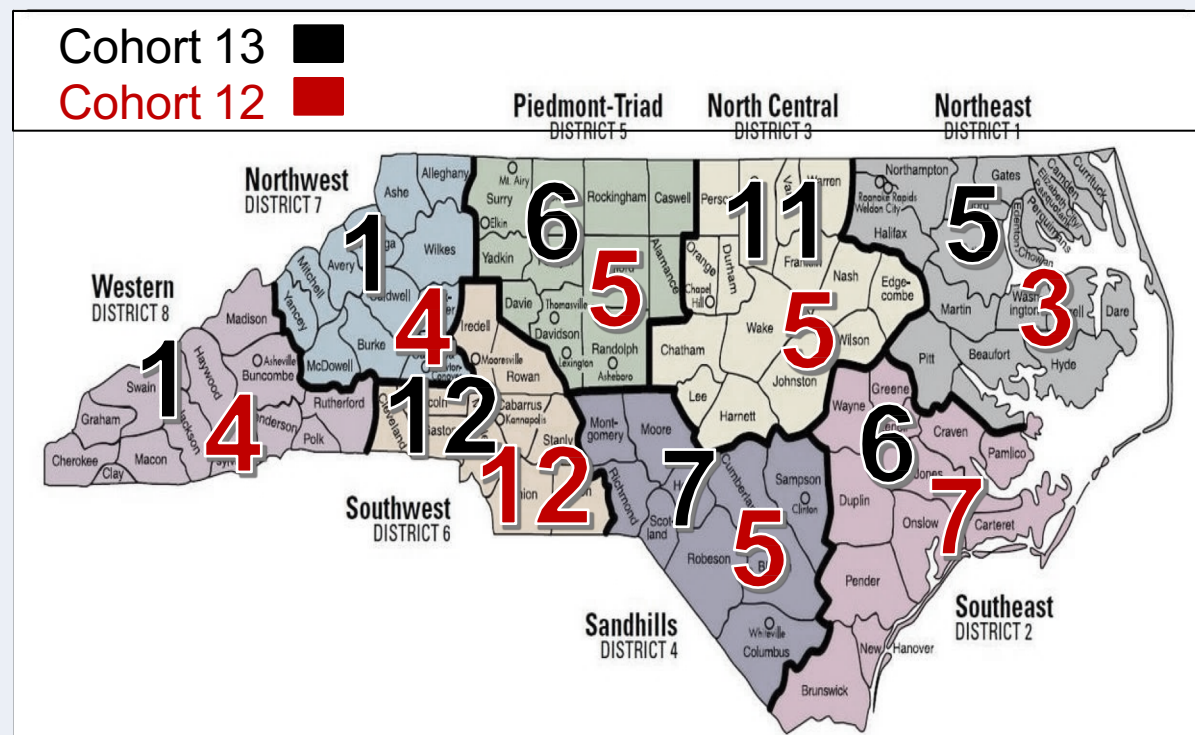# Cohort 12 (year 3 of funding) & Cohort 13 (year 2 of funding)Grantee Types
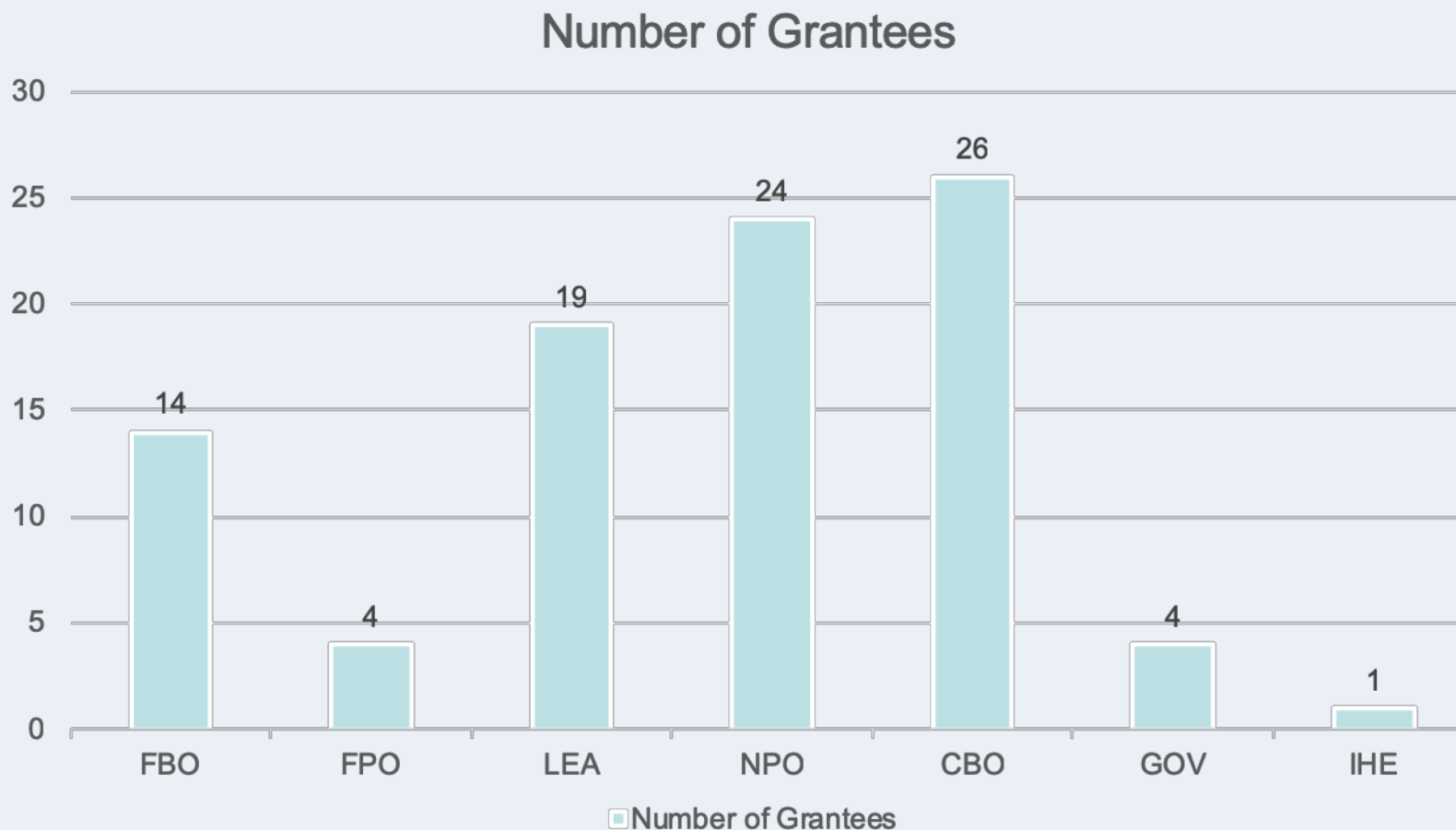
Number of Grantees

Eligibility to Apply

- If the local applicant is another public or private organization (e.g., an organization other than a school district), _it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend._

- Current (sub)grantees are eligible to apply, but _any currently funded 21st CCLC applying for new funding may not apply for duplicate funding for the same project and schools/sites._

- An organization serving in the role of the primary fiscal agent may only apply for one 21st CCLC Grant; even if the organization is proposing to serve multiple counties or communities, they are only eligible to submit one grant application

- _An entity may not apply on behalf of another. The agency completing the application and submitting through CCIP must be the operator of the 21st CCLC Program. Grant awards will be paid to the subgrantee listed in the application. All bank accounts, correspondence and documentation must use the subgrantee name for the duration of the program._

Eligibility to Apply: Good Standing

- **Currently funded 21st CCLC organizations** applying to expand existing programs must have met the administrative reporting and compliance requirements for fiscal year 2018-19 and be considered in Good Standing to be eligible for 21st CCLC funds in the 2020-2021 school year.

- Good Standing for current 21st CCLC grantees refers to all the following conditions for the applicant organization:

  - All attendance reporting data for sub-grantees have been submitted in accordance with the reporting deadline and have been found by the NCDPI to be current at the time the application is due (March 30, 2020);

  - All expenditure reporting for sub-grantees have been submitted in accordance with the reporting deadline and have been found by the NCDPI to be current at the time the application is due (March 30, 2020);

  - All Federal Comprehensive Program Monitoring and/or Fiscal Monitoring findings or any outstanding questioned costs for sub-grantees that have been found by the NCDPI are resolved within six months of the date the report was issued.

  - There are no open investigations or unresolved fiscal findings by the Office of the State Auditor (OSA) at the time the application is due (March 30, 2020).

  - There is no evidence of persistent program or fiscal monitoring findings (whether at the time of Comprehensive Program Monitoring Reviews (CPMRs), Fiscal Monitoring Reviews (FMR)s, or Fiscal Desk Reviews (FDRs) across multiple years (2-3) of implementation.

Eligibility to Apply: Good Standing

- **Previously, but not currently, funded 21st CCLC organizations** applying must have met all administrative reporting and compliance requirements through the final year of the funded period to be considered in Good Standing to be eligible for 21st CCLC funds in the 2020-2021 school year.

- Good Standing for previously-funded 21st CCLC grantees refers to all the following conditions for the applicant organization:
  - All attendance reporting for sub-grantees were submitted in accordance with the NCDPI requirements;
  - All expenditure reporting for sub-grantees were submitted in accordance with the reporting deadline and were found by the NCDPI to be complete within three (3) months of the funding close-out period;
  - All Program Monitoring and/or Fiscal Monitoring findings or any outstanding questioned costs for sub-grantees were found by the NCDPI to be resolved to the satisfaction of the NCDPI within three (3) months of the sub-grantee close-out period;
  - There are no open investigations or unresolved fiscal findings by the Office of the State Auditor (OSA) at the time the application is due (March 30, 2020); and
  - There is no evidence of persistent program or fiscal monitoring findings (whether at the time of CPMRs, FMRs, or FDRs) across multiple years (2-3) of implementation.

- *If the applicant organization is deemed Not in Good Standing by the NCDPI Federal Program Monitoring and Support Division as of the time that applications are due (March 30, 2020), the application will not be reviewed.*

21ˢᵗ CCLC Grant Parameters

- Programs operate throughout the school year (during non-school hours) for a <u>minimum of 12 hours per week</u>.
  - Before School, After School, Evenings, Saturdays, and during summer or intersessions
- Programs must serve a <u>minimum of 50 students</u>.
  - Students participating in public schools providing instructional programs for *Kindergarten* through 12ᵗʰ grade are eligible to participate
  - In NC, Pre-K students are not eligible to be served
- Funding can cover staffing, transportation, snacks, field trips, supplies, family engagement events, and equipment.

Priority for Awards

- *__Absolute Priority__*
  - Under Section 4203 of the ESEA, the State must give priority to applications proposing to primarily serve **students that attend schools eligible for Title I, Part A schoolwide programs.**

- *__Competitive Priorities__*
  - Section 4204(i)(1)(B) of ESEA also requires that States must give competitive priority to applications that that are **submitted jointly between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization**.
    - Applications that are submitted jointly are considered to be those where the local education agency and community organization are applying together and share equal responsibility for the 21st CCLC program.
  - **Propose to serve underserved geographical regions of the state.**
  - **Propose that all (100%) schools to be served are identified as Comprehensive Support and Improvement (CSI) Schools and/or Targeted Support and Improvement (TSI) Schools.**
  - **Propose to provide a summer program component.**

21st CCLC Grant Awards and Duration

- State Board of Education has final funding approval
- Fund requests range from $50,000 to $400,000
- Total request based on Wallace Foundation Out-of-School Time Cost Calculator & NC Dept. of Commerce County Distress Rankings (Tiers) (more instructions to follow)
  - By number of program weeks, and
  - By number of students served
- Three-year funding cycle (as funds are available and contingent on making progress toward program goals)
- Proposed budget is **NOT** the final budget

21st CCLC Grant Awards and Duration (continued)

- Each subgrantee can be awarded funds for the academic year starting on July 1st of the initial year and ending on September 30th of the following year (e.g., July 1, 2020 through September 30, 2021)

- 21st CCLC is a ***reimbursement grant***; recipients must expend own resources before requesting funds
  - *it is strongly encouraged that applicants have secured sufficient funding or a line of credit to operate the 21st CCLC program for approximately a three-month period.*

- Reimbursement requests must be based on actual allowable expenditures versus encumbrances made prior to the September 30th deadline

- All unspent funds remaining at the end of each grant year's "period of availability" will revert to the state (no carryover)

Funding Installments & Continuation of Funding

- Upon approval of the grantee's budget for the first year of the grant award, the annual allotment will be dispersed in 3 installments:
  - Initial allotment equal to 34% of total approved grant award;
  - Second allotment equal to 34% of the total approved grant award if 50% enrollment goal is met; and
  - Final allotment equal to 32% of the total approved grant award if 75% enrollment goal is met.

- *NOTE: While students are enrolled at the time (first day) that they enter the program, students must attend the program for ten days before their attendance counts toward meeting the overall enrollment goals.*

- *NOTE: A grantee not meeting 75% of its proposed enrollment goal by the end of the first year may request a voluntary reduction of funds for future years.*

Continuation of Funding Notes

- *NOTES:*
    - *Applicants must implement plans as approved during the award period. Significant changes to the program design without prior approval from the NCDPI Federal Program Monitoring and Support Division staff for programmatic amendments may result in delays or loss of funding during subsequent years of the continuation period.*

    - *Sub-grantee's continuation of funding may be terminated due to: failure to meet program goals, average daily attendance, noncompliance with reporting requirements, insufficient fiscal documentation, or misuse of funds.*

21st CCLC Federal Reporting Requirements

- Successful grantees will be required to collect, manage and report data by center annually into the state's data collection system, 21DC
  - Center information, staffing, activities provided, and participants
- In addition, there are two kinds of required data on individual participants that grantees must enter in the NCDPI's database (21DC).
  - Student Attendance
  - Student Academic Improvement Over the Year Participation (collected via teacher survey of feeder school staff)

How to Apply?

21st CCLC Request for Proposals (RFP) Application Guidance & Planning Worksheets

CCIP NCDPI Resources Page

Complete and Submit the Intent to Apply

- Form can be downloaded here: [NCDPI 21st CCLC Webpage](#)

- Due Date: February 21, 2020

- Information collected used to determine staff needs for the Level I review process.

- Completed forms should be submitted by email to melba.strickland@dpi.nc.gov or faxed to 919.807.3968.

- Please note that the submission of the Intent to Apply form is not a prerequisite for application of grant funds, nor does it obligate the organization to submit an application.

HOOLS OF NORTH
MENT OF PUBLIC INSTRUCTION | Mark Johnson,
W.NCPUBLICSCHOOLS.ORG

NOTICE OF INTENT TO APPLY
FOR 2020-21
21ST CENTURY COMMUNITY LEARNING CENTERS GRANT

Organization:	
Contact Person:	
Phone:	
Email:	
County:	
School(s) to be Served:	

Submit this form by **February 21, 2020** to assist the North Carolina Department of Public
Instruction (NCDPI) in determining the potential number of reviewers that will be neces
e submitted applications.

at one of the Request for Proposal (RFP) Technical Assistance Trai
mended to determine if your organization qualifies for the gr
RFP process and requirements. Information re
bnage.

Apply for an (NCID) User Account

Register for a CCIP Training Session

Click [HERE](#) to register for one of the above CCIP Trainings for new users

- All local education agencies in North Carolina have local staff trained on the use of the web-based grants management system, CCIP. If you are unaware of staff trained on the system, please contact someone in your local Title I office to identify the local User Account Administrator (UAA).

- For organizations that have NOT been trained on the system, attendance at a training session for using the grants management system, CCIP, is required in order for applicants to be set up as users in the system to allow organizations to submit a final application for review.

Obtain a Dun and Bradstreet D-U-N-S number
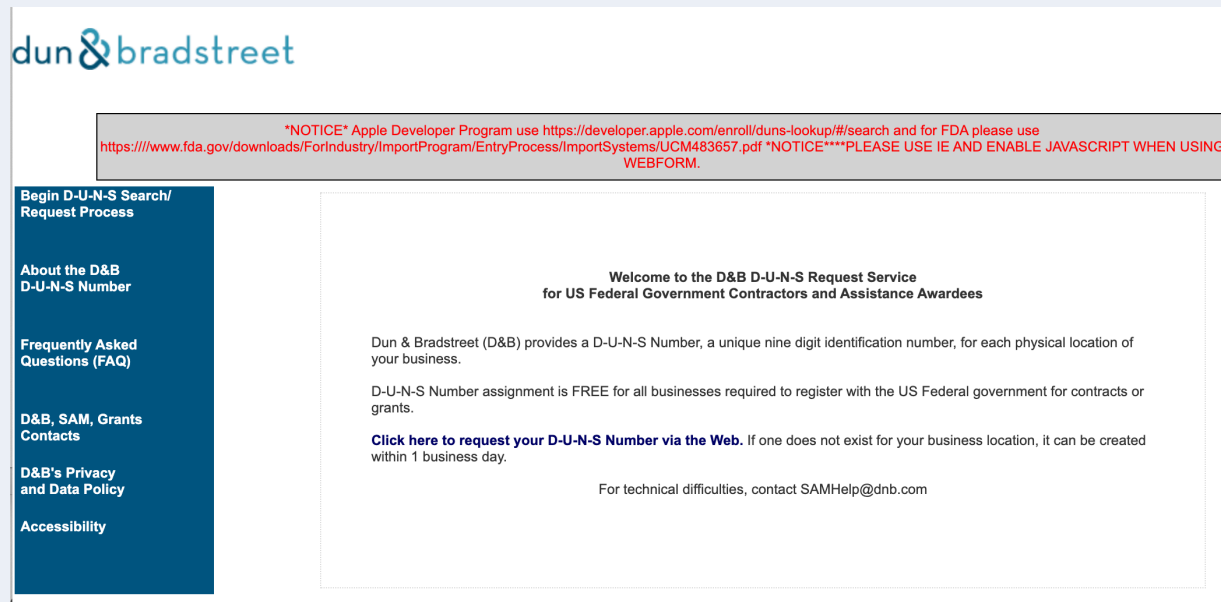
- Each applicant is required to have a Dun and Bradstreet D-U-N-S number in order to complete the 21st CCLC application through the CCIP system.
- This information must be entered into the Grant Details page of the Funding Application.
- The CCIP system will not allow the user to submit its application without the number being entered into the correct field.
- D-U-N-S Number assignment is FREE for all organizations required to register with the US Federal government for contracts or grants.
- If you currently have a D-U-N-S number, you do not need a new one.

Develop your Organization's Proposal

- Resources include:
  - Application Guidance
    - Please read this thoroughly to ensure understanding of requirements and to gain insights into program purpose
  - Application Planning Worksheets
    - Downloadable template that allows applicants to begin collecting and editing proposal content in a format simulating the CCIP application
  - Calculate Program Costs
    - Use the Wallace Foundation Out-of-School Time Cost Calculator to determine costs for afterschool programming and summer programming
    - Use the North Carolina Department of Commerce County Tier Designations to determine the funds you are eligible to receive

Public Schools of North Carolina

Determine the Budget

21st Century Community Learning Centers
Total Cost Worksheet

Expenditure Categories	Amount Requested (Grant Funds)	Amount of Matching Funds (if any) *Matching Funds are Not Required*	Combined Federal and Matching Funds	Number of Students to Be Served	Total Cost per Student
	enter dollar amount (column will auto total)	*enter dollar amount (column will auto total)*	*(rows and column will auto calculate and total)*	*enter number of students to be served on line 50*	*(column will auto calculate)*
Director/Coordinator			$0.00		
Certified Teachers			$0.00		
Teacher Assistants			$0.00		
Tutors			$0.00		
Salary Benefits			$0.00		
Contracted Services			$0.00		
Printing/Binding Fees			$0.00		
Postage			$0.00		
Lease/Rental			$0.00		
Telephones/Mobile Devices			$0.00		
Workshop Expenses/Allowable Travel			$0.00		
Curriculum Development			$0.00		
Staff Development Instructor Pay			$0.00		
Staff Development Participant Pay			$0.00		
Family Engagement/Education Activities			$0.00		
Travel Reimbursement			$0.00		
Supplies and Materials			$0.00		

Public Schools of North Carolina

Calculate Program Funding Eligibility

1. **Use the Wallace Foundation Out-of-School Time Cost Calculator to determine total program cost**
    - https://www.wallacefoundation.org/cost-of-quality/pages/default.aspx
    - Remember that a separate print-out is required for:
        - Afterschool
        - Summer
    - Save printout(s)

2. **Identify the 2020 County Tier Designation for the county in which your program is located**
    - https://www.nccommerce.com/grants-incentives/county-distress-rankings-tiers
    - Most economically distressed counties are 1; and least are 3

3. **Identify on Wallace Cost Calculator printout(s), which column to use based on County Tier Designation**
    - 1 = High, 2=Median, 3=Low
    - Think 1 is high economic distress

4. **Determine Wallace Cost Calculator total Annual Costs based on Tier Designation**
    - If running a summer program as well as the afterschool program, remember to sum the totals from the two printouts

5. **Calculate percentage of total cost from the Wallace Cost Calculator results that program is eligible for based on Tier designation**
    - Tier 1 is eligible for 90% of high annual total program cost
    - Tier 2 is eligible for 85% of median annual total program cost
    - Tier 3 is eligible for 80% of low annual total program cost

6. Result will be the maximum funding the program is eligible to apply for annually

How to Use the Wallace Cost Calculator

Remember:do not navigate elsewhere in the site without saving the page. Your responses will not be saved in the calculator iteself.

Cost Ranges ⓘ	Low	Median ⓘ	High
WEEKLY Costs			
Hours per Week (projected)			15 ▲▼
Costs Per Slot	$103.74	$103.74	$134.60
Total Program Cost	$10,373.61	$10,373.61	$13,460.13

Cost per SLOT vs Cost per CHILD SERVED ⓘ

	Low	Median	High
ANNUAL Costs			
Weeks per Year (projected)			39 ▲▼
Costs Per Slot	$4,045.71	$4,045.71	$5,249.45
Total Program Cost	$404,570.84	$404,570.84	$524,944.91

▶ **HOURLY Costs**

▶ **Daily Costs**

▶ **MONTHLY Costs (assuming 4.33 weeks/month)**

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Public Schools of North Carolina

How to Use the Wallace Cost Calculator

Your Program Parameters

Only Elementary   NC - Asheville

A school year   rogram   Aca emic

Community Base   Organization   100

In the Community   Youth:Staff ratio is   etween 11:1 & 15:1

Your Calculation Results

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			15
Costs Per Slot	$103.74	$126.56	$154.40
Total Program Cost	$10,373.61	$12,655.81	$15,440.08
ANNUAL Costs			
Weeks per Year (projected)			39
Costs Per Slot	$4,045.71	$4,935.76	$6,021.63
Total Program Cost	$404,570.84	$493,576.42	$602,163.23
HOURLY Costs			
Costs Per Slot	$6.92	$8.44	$10.29
Total Program Cost	$691.57	$843.72	$1,029.34
DAILY Costs			
Days per Week (projected)			1
Costs Per Slot	$103.74	$126.56	$154.40
Total Program Cost	$10,373.61	$12,655.81	$15,440.08
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	$449.18	$548.00	$668.56
Total Program Cost	$44,917.74	$54,799.64	$66,855.56

How to Use the Wallace Cost Calculator

Your Program Parameters

Only Elementary

The summer portion of a year round program

Community Base Organization

In the Community

NC - Asheville

Academic

50

Youth:Staff ratio is between 11:1 & 15:1

Your Calculation Results

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			20
Costs Per Slot	$97.29	$118.69	$144.80
Total Program Cost	$4,864.37	$5,934.53	$7,240.13
ANNUAL Costs			
Weeks per Year (projected)			4
Costs Per Slot	$389.15	$474.76	$579.21
Total Program Cost	$19,457.49	$23,738.14	$28,960.52
HOURLY Costs			
Costs Per Slot	$4.86	$5.93	$7.24
Total Program Cost	$243.22	$296.73	$362.01
DAILY Costs			
Days per Week (projected)			1
Costs Per Slot	$97.29	$118.69	$144.80
Total Program Cost	$4,864.37	$5,934.53	$7,240.13
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	$421.25	$513.93	$627.00
Total Program Cost	$21,062.73	$25,696.53	$31,349.77

Calculate Program Funding Eligibility

- Tier 3 means that the county is considered as less economically distressed
- Funding eligibility will be based on 80% of Low Annual Total Program Costs

2020 County Tier Designations

County	Tier
Alamance	2
Alexander	2
Alleghany	2
Anson	1
Ashe	2
Avery	2
Beaufort	1
Bertie	1
Bladen	1
Brunswick	3
Buncombe	3

Left panel

Your Program Parameters

Only Elementary — NC - Asheville
A school year program — Academic
Community Based Organization — 100
In the Community — Youth:Staff ratio is between 11:1 & 15:1

Your Calculation Results

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			15
Costs Per Slot	$103.74	$126.56	$154.40
Total Program Cost	$10,373.61	$12,655.81	$15,440.08
ANNUAL Costs			
Weeks per Year (projected)			39
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Total Program Cost	$10,373.61	$12,655.81	$15,440.08
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	$449.18	$548.00	$668.56
Total Program Cost	$44,917.74	$54,799.64	$66,855.56

Right panel

Your Program Parameters

Only Elementary — NC - Asheville
The summer portion of a year round program — Academic
Community Based Organization — 50
In the Community — Youth:Staff ratio is between 11:1 & 15:1

Your Calculation Results

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			20
Costs Per Slot	$97.29	$118.69	$144.80
Total Program Cost	$4,864.37	$5,934.53	$7,240.13
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Costs Per Slot	$421.25	$513.93	$627.00
Total Program Cost	$21,062.73	$25,696.53	$31,349.77

Calculate Program Funding Eligibility

School year program	$404,570.84
Summer program	$19,457.49
Sub total	$424,028.33
Times 80%	.80
Annual Funding Eligibility	**$339,222.66**

- Program in Asheville
- Buncombe County
- Serving 100 students in afterschool & 50 students in summer program
- 2020 County Tier Designation = 3
- Wallace Calculator Results – Annual Total Cost Amount = Low
- Eligible Percent = 80%

Upload documents to the Related Documents section in CCIP

- **Required Documents** (see the [NCDPI Resources Page for 21st Century Community Learning Centers](#))
  - 21st CCLC Basic Organization Information form – Organization Information, Fiscal Agent, Program Director (template provided)
  - Organizational Chart – illustrates executive and key personnel of fiscal agent and partners (no template)
  - Statement of Assurances (template provided)
  - Debarment Certification (template provided)
  - Criminal Background Check Certification (template provided)
  - Organization's Written Fiscal Procedures (no template)
  - Financial Audit/Status Statement (no template)
  - Private Schools Consultation (template provided)
  - Total Cost Worksheet (Excel template provided)
  - Wallace Foundation Out-of-School Time Cost Calculator Outputs (no template provided, use Output form(s))
  - 21st CCLC Proposed Feeder School(s) with School Poverty & Performance Status (Excel template provided)
  - 21st CCLC Data Integrity and Confidentiality Certification form (template provided)

Upload documents to the Related Documents section in CCIP

- **Optional Documents**
  - Memorandum of Understanding (MOU) (template provided)
    - *(NOTE: The MOU is a Required Document if applicant is filing as a Jointly Submitted application between an LEA and public or private community organization.)*
  - Letters of Commitment/Partnership Agreement
    - (Used to support rating for Section 9: Capacity to Implement, Partner, and Sustain)
  - Budget Form FPD 208 (after grant is approved for non-LEAs)

Submit the application in CCIP

- Once you have obtained a D-U-N-S number, an NCID, and drafted a proposal, all information (including Document uploads,) must be entered into the web-based grant management system

- Only proposals submitted through CCIP as "Draft Completed" by **11:59 p.m. EDT March 30, 2020** (and *whose organizations are deemed in Good Standing*) will be reviewed/evaluated

- Once an application is submitted, no changes can be made to the proposal

Public Schools of North Carolina

Guidance and Directions for Application Planning Worksheet

CCIP Application Components

I. Planning Tool

1. Needs Assessment (10 Points)
2. Goals and Performance Measures
   - Strategies
   - Fiscal Resources

II. Funding Application

1. Budget
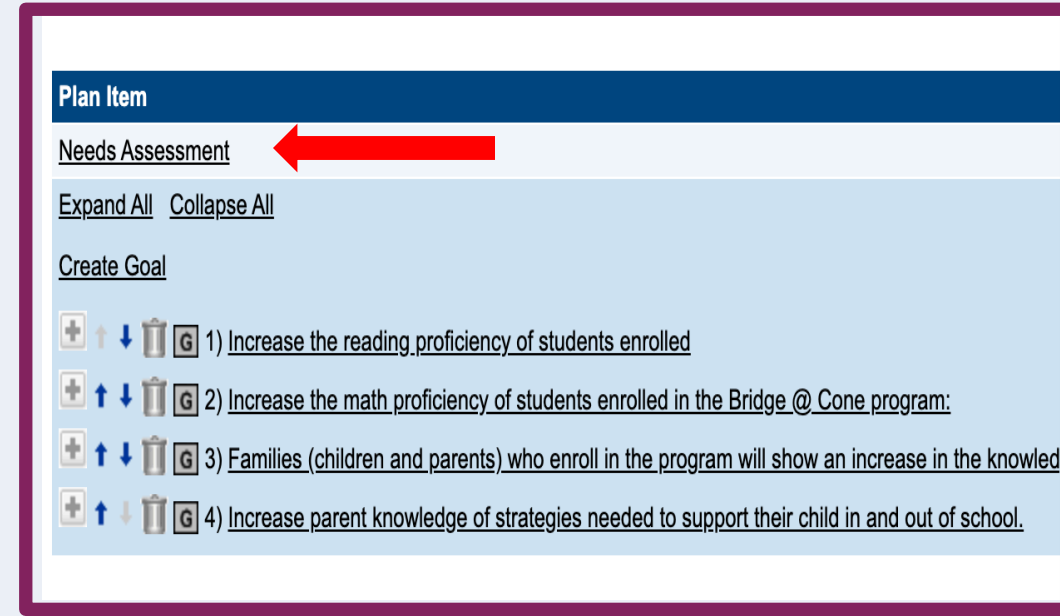2. Grant Details
3. Plan Relationships
4. Related Documents

I. Planning Tool: Needs Assessment (10 pts.)

- The applicant:

  a) clearly identifies the low-performing, CSI, and/or TSI school(s) to be served and the planning to-date with school administrators about needs of students;

  b) uses data to demonstrate the need for the program; and

  c) summarizes the unmet needs of students in the targeted schools that the program proposes to address.

- *NOTES:*
  - *Applicants must explicitly distinguish in the Planning Tool, the needs data that is specific to the 2020-2021 21st CCLC Grant Application.*
  - *No entry for the 21st CCLC Needs Assessment or an entry of "N/A" in the narrative box will yield a score of zero (0) points.*

I. Planning Tool: Goals and Performance Measures

- Applicants must describe:
  - the proposed program goals,
  - SMART strategies, and
  - performance measures they propose to address the targeted challenges identified from their community needs assessment.
- Applicants should refer to the three program purposes identified in the General Information section to ensure programmatic alignment with the overall purpose of the 21st CCLC as identified by the USED and the NCDPI.
- <u>Fiscal Resources</u>: must be associated with Goals and Strategies in the Planning Tool to appear on the Plan Relationships page in the Funding Application

Plan Item

Needs Assessment

Expand All   Collapse All

Create Goal

⊞ ↑ ↓ 🗑 [G] 1) Increase the reading proficiency of students enrolled

⊞ ↑ ↓ 🗑 [G] 2) Increase the math proficiency of students enrolled in the Bridge @ Cone program:

⊟ ↑ ↓ 🗑 [G] 3) Families (children and parents) who enroll in the program will show an increase in the knowledge and skills needed for career and college readiness

Description:

At the end of the grant period a minimum of 45 participants (90% of enrolled students) who attend a minimum of 80% of offered workshops and/or careers sessions w needed for college and career readiness. The increase of college and career knowledge will be in the areas of college preparation, continuing education options, skill knowledge will focus on careers in STEAM (Science, Technology, Engineering, Arts and Math)

Performance Measure:

Attendance will be obtained at all workshops and programs offered to ensure accurate attendance records. Surveys and questionnaires will be used to measure the u cards and teacher feedback will also be used to determine growth in all areas, academically and socially. Surveys will be used to track change in knowledge and chan through teacher feedback.

Create Fiscal Resource

⊞ Fiscal Resources

Create Strategy

⊞ ↑ ↓ Copy 🗑 [S] 3.1) Increase student knowledge about skills needed for college and career readiness

⊞ ↑ ↓ Copy 🗑 [S] 3.2) Increase student awareness of career options

⊞ ↑ ↓ Copy 🗑 [S] 3.3) Increase parent knowledge about skills needed to prepare students for college and career readiness

⊞ ↑ ↓ 🗑 [G] 4) Increase parent knowledge of strategies needed to support their child in and out of school.

II. Funding Application- Budget

Object Code	Salaries	Employer Provided Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Total
Purpose Code	100	200	300	400	500	
5000 - Instructional Services						0
6000 - System-Wide Support Services						0
7000 - Ancillary Services					Not Allowed for 21st CCLC	0
8000 - Non-Programmed Charges						0
Total	0	0	0	0	0	0
					Adjusted Allocation	
					Remaining	0

II. Funding Application - Budget

- Purpose Code 5000
  - Instructional services include the costs of activities dealing directly with the interaction between teachers and students

- Purpose Code 6000
  - Support services include the costs of activities providing support for the 21st CCLC program regardless of where these services are housed. These services provide administrative, technical, personal, and logistical support to facilitate, sustain, and enhance instruction

- Purpose Code 8000
  - Non-programmed charges for the 21st CCLC grant include amounts expended for indirect costs charged to a grant.

- Chart of Accounts; Purpose Codes and Object Codes Descriptions

Public Schools of North Carolina

General Budget Preparation

- All costs must be reasonable and necessary in relation to number of students and adults to be served
- All items must clearly relate to activities described in program design section of application and align with the Uniform Chart of Accounts (COA) for PRC 110
- Inventories of equipment purchased with grant funds must be obtained and submitted for review annually
- All personnel (including contracted personnel) must be paid hourly; each program must submit a pay rate schedule to NCDPI
- Total salaries and employer taxes for all employees should not exceed 70% of the total yearly budget
- For more information related to salaries and personnel costs, refer to the NCDPI 21st CCLC Grant Guidance

Subcontractors

- Applicants should exercise caution in selecting subcontractors to implement program components

- Grantees may not enter into contracts with any party that is debarred or suspended: for a list of NC Debarred Vendors, go to: https://ncadmin.nc.gov/documents/nc-debarred-vendors

- If awarded, all grantees must upload contracts for review and approval before funds will be released for reimbursement requests; any funds paid to subcontractors without an approved contract in place are subject to repayment

Conflicts of Interest

- All potential conflicts of interests should be avoided. According to the general procurement standards, the non-Federal entity must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity. (EDGAR 2 CFR §200.318)

- Within the 21st CCLC program, conflicts of interest could include:
  - Employing immediate family members as contract labor for services.
  - Having a program employee serve as a vendor.
  - Purchasing supplies from a company in which a program employee has a financial interest.

NOTE: North Carolina General Statute (G.S. 115C-12.2) defines "immediate family member" as a spouse, parent, child, brother, sister, grandparent, or grandchild. The term also includes the step, half, and in-law relationships.

Public Schools of North Carolina

Additional Budget Notes

NOTES:

- *The proposed budget submitted with the 21st CCLC application is NOT the approved budget for release of funds. If the application is approved, sub-grantees must submit a final budget for the full amount of the award by line item detail for review and approval prior to the release of funds.*

- *Since 21st CCLC grants are made available on a reimbursement basis, it is strongly encouraged that applicants have secured sufficient funding or a line of credit to operate the 21st CCLC program for approximately a three-month period.*

- *This section is solely for costs that will be paid from the 21st CCLC grant and does not include any matching contribution. Matching contributions are not required.*

Use of Funds

For further guidance on allowable and non-allowable costs, refer to the [NCDPI 21st CCLC Grant Guidance](#).

Funds MAY be used (i.e., reimbursed) for program implementation as well as for operational expenses, including, but not limited to the following:

- Personnel and personnel benefits

- Staff development and training

- Consultants, subcontracts and evaluators

- Transportation costs for students

- Educationally related field trips

- Renting space, if necessary

- Teacher substitutes

- Travel reimbursements

- 21st CCLC program equipment and supplies, including computers and software

- Memberships in warehouse clubs or business, technical and/or professional organizations if the membership is in the name of the 21st CCLC Program

- Memberships in any civic or community organization are allowable with prior approval by the pass-through agency (NCDPI)

Funds may NOT be used (i.e., reimbursed) for the following (this is NOT an all-inclusive list):

- Purchase of vehicles

- Costs for developing the proposal

- Food purchases for staff

- Fundraising costs

- Land acquisition

- Building or renovation costs

- Leases of more than 12 months in duration

- Cost of conducting an audit if total of all federal grants received is less than $750,000

- Direct cash or gift cards in any amount for students or their parents

- Field trip tickets purchased in advance for those who do not attend

- Entertainment or any costs associated with entertainment including diversions and social activities

Public Schools of North Carolina

II. Funding Application – Grant Details

GRANT DETAILS

NOTE: An entry of 'N/A' in a narrative box will yield a score of zero (0) points for that item.

Total Amount Requested: Total amount requested may not be less than $50,000 and may not exceed $400,000 per year. To determine the level of funding eligibility, organizations will utilize the Wallace Foundation Out-of-School Time Cost Calculator and the NC Department of Commerce's County Distress Rankings (Tier Designations) (links available below).

http://www.wallacefoundation.org/cost-of-quality/Pages/default.aspx

http://www.nccommerce.com/research-publications/incentive-reports/county-tier-designations

Proposed Number of Afterschool Programming Slots:

NOTE: Must attach a copy of the Wallace Foundation Out-of-School Time Cost Calculator results in the Required Documents section of the Funding Application in the CCIP Grants management system.

II. Funding Application –Grant Details

1. **Absolute Priority:** Legislation requires that the State award grants only to applicants that will primarily serve students who attend public schools with high concentrations of low-income students defined as those schools with a minimum forty percent (40%) poverty rate. List below, only the names of participating feeder schools for the proposed 21st CCLC program. A "feeder school" is the school that participating students attend during the school day. The poverty percentages for all public schools is listed at: NC Public School Poverty Percentage List

   NOTE: In the Required Documents section, in the 21st CCLC Proposed Feeder School(s) with School Poverty & Performance Status template applicants must: 1) list the public schools and 2) indicate the average percentage of low-income children attending the public (feeder) schools that will participate in the 21st CCLC program.

II. Funding Application – Grant Details

2. **Competitive Priorities:** Indicate which of the competitive priorities will be met through the proposed 21st CCLC program. Check all that apply, if any. The list of Comprehensive Support and Improvement (CSI)

and Targeted Support and Improvement (TSI) schools can be downloaded from: https://files.nc.gov/dpi/documents/accountability/reporting/csi-tsi-list-report2019_october.xlsx.

☐ Jointly submitted by at least one local education agency (LEA) and one other eligible entity; or

☐ LEA unable to partner with a public or private community organization (If checked, please complete narrative box 1 below)

If unable to participate in joint-partner submission, explain in detail why there is no joint partner available.

Narrative box 1

☐ Offering program in an underserved geographic area of the state

List county/counties to be served.

Narrative box 2

☐ Propose that all (100%) schools to be served are identified as Comprehensive Support and Improvement (CSI) Schools and/or Targeted Support and Improvement (TSI) Schools.

☐ Summer programming offered

Public Schools of North Carolina

II. Funding Application –Grant Details

3. **Program Abstract:** Provide a concise description of the proposed 21st CCLC program that communicates the program goals and intended impact, clearly frames the intent of the proposed project, and describes how the proposed project will meet the needs of the target population.

If applicant is currently operating a 21st CCLC program, also describe specifically how the new proposal will expand or enhance the current program.

II. Funding Application –Grant Details

4. **Organization Type:** Indicate the *primary* organization type that is submitting the application as the Fiscal Agent Organization. <u>Check one box only</u>.

☐ Local Education Agency (LEA)/Charter/ISD/Lab School

Other Public/Private Organizations:
☐ For Profit
☐ Non-Profit
☐ Institution of Higher Education
☐ Faith-Based Organization
☐ City or County Government Agency
☐ Community-Based Organization

Other Public/Private Organizations: If the organization type is a public or private organization (i.e., NOT an LEA), describe how the program was developed and will be carried out in active collaboration with the schools the students attend, including the primary point of contact at the feeder school(s), the process and frequency for ongoing and regular communications with the feeder school(s), and specific procedures that will be used to coordinate learning activities with the classroom teacher or other school staff.

II. Funding Application –Grant Details

5. Program Structure: Describe the following program characteristics to demonstrate that the program is of sufficient scope to have a measurable impact on student achievement or <u>other</u> student success.

Availability: Indicate when programs will operate during the program year. (Check <u>all</u> that apply.)

☐ After School   ☐ Before School   ☐ Evenings   ☐ Saturdays   ☐ Summer

Students Served: Indicate the grade level(s) of students to be served in the program. (Check one or more boxes.)

☐ Grades K-5
☐ Grades 6-8
☐ Grades 9-12

Program Centers: List all sites (i.e., centers) where 21st CCLC programs will be operated throughout the program year. For each site, list the days of operation, number of hours offered each week, and total number of proposed slots that will be available for students.

NOTE: Programs must offer a minimum of fifty (50) slots and each program site must offer a minimum of twelve (12) hours of programming per week.

Public Schools of North Carolina

II. Funding Application –Grant Details

6. **Program Design:** Describe: a) the overall program design and its alignment with stakeholder needs of targeted low-performing, CSI, and/or TSI schools; b) the proposed academic improvement activities to help students meet State academic standards; c) enrichment and other activities that complement the regular academic program; and d) the rationale for why the proposed program activities (both academic and enrichment) are expected to improve student outcomes.

Program Activities: Check all activities that will be offered in the 21st CCLC program to improve the academic achievement of students.
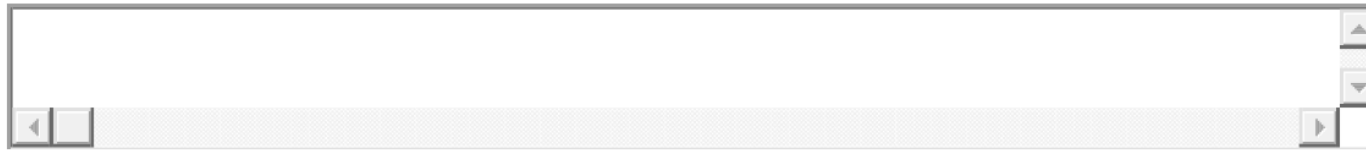
- ☐ Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with
    1) The NC Standard Course of Study and any local academic standards; and
    2) Local curricula designed to improve student academic achievement, particularly in English/Language Arts/Reading and Mathematics;
- ☐ Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
- ☐ Literacy education programs, including financial literacy programs and environmental literacy programs;
- ☐ Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- ☐ Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- ☐ Services for individuals with disabilities;
- ☐ Programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement;
- ☐ Cultural programs;
- ☐ Telecommunications and technology education programs;
- ☐ Expanded library service hours;
- ☐ Parenting skills programs that promote parental involvement and family literacy;
- ☐ Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;

- ☐ Drug and violence prevention programs and counseling programs
- ☐ Programs that build skills in science, technology, engineering, and mathematics including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods;
- ☐ Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness ensuring local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).
- ☐ Other (If checked, describe):

Public Schools of North Carolina

II. Funding Application –Grant Details

Sample Program Schedule: Provide a sample schedule for one week/month of programming for afterschool programs. If a summer program is offered, provide a sample schedule for one week of the summer program as well. If the program schedule varies between sites, provide a sample schedule for each. See sample template of program schedule or SAMPLE Weekly Schedule in the Application Guidance.

Rationale for Key Program Activities or Practices: Describe the rationale for key program activities, including citing the research or evidence base or best practice literature that supports the impact of the proposed activities or practices on academic performance, achievement, post-secondary and workforce preparation, or positive youth development of the students.

II. Funding Application –Grant Details

7. **Family Engagement and Communication**: Describe: a) process for assessing family needs in partnership with targeted low-performing, CSI, and/or TSI school(s); b) specific literacy and educational development activities that will be offered to families in support of students' academic needs (i.e., literacy and related educational development); and c) a schedule of when family engagement activities will occur.

II. Funding Application – Grant Details

8. **Project Administration:** Describe the program's implementation strategies and timeline for the for each of the following areas.

Community Outreach: Describe how the program will communicate regularly with the community (e.g., families, local community, schools) to inform all stakeholders about program access and ongoing student progress.

Staff Recruitment and Retention: Describe staffing plan to ensure qualified program personnel are hired and retained, including justification for number of staff, job roles and required qualifications (include volunteers, where applicable).

Professional Development: Describe the professional development/training that will be provided for staff, including volunteers, and how trainings are aligned to program goals to ensure quality academic and enrichment learning opportunities are provided.

Student Transportation: Describe how students will be safely transported to and from the center and home.

NOTE: Programs must provide transportation for all participants as needed.

Public Schools of North Carolina

II. Funding Application –Grant Details

9. **Capacity to Implement, Partner, and Sustain:** Describe the organization's: a) past experience/success or capacity to provide high-quality academic enrichment services; b) availability of key resources to be used in the program (e.g., facilities, equipment, technology); c) ability to leverage community-based resources (intended collaborations and partnerships with other organizations to enhance proposed services); d) plan to develop and sustain relationships with schools served; and e) approach to funding sustainability after the grant ends.

NOTE: Vendors are not considered to be collaborative partners, but are paid contractors who provide specific, time-limited services.

II. Funding Application –Grant Details

10. **Evaluation Plan and Use of Data:** Describe: a) a clear set of program effectiveness/student success measures that are aligned to the program design and that includes at least one attendance measure <u>and</u> one student academic achievement measure; b) a data collection plan describing how the data for the student success/program effectiveness measures outlined will be collected and analyzed; and c) a description of how data will be used for improvement and annual reporting.

    NOTE: If an external evaluator is used, the cost of the external evaluation must not exceed an amount equal to three percent (3%) of the total grant award.

II. Funding Application –Grant Details

11. **Budget Narrative and Alignment:** Provide a budget and budget narrative that: a) aligns costs with the programming; and b) demonstrates that costs are reasonable and necessary. Include detailed projected costs for each of the following budgetary areas:
    a. Salaries and benefits
    b. Operational costs (includes transportation, rental/leased space, utilities, etc.)
    c. Purchased services (includes contracts for professional development, contracted educational programs, and field trips, etc.)
    d. Supplies and materials
    e. Equipment and furniture purchases

NOTES:
- *In general, total salaries and employer taxes (e.g., FICA, Social Security, Medicare) for all employees for each 21st CCLC program should not exceed seventy percent (70%) of the total yearly budget.*
- *Grant writer fees and costs associated with entertainment are unallowable under this grant.*

II. Funding Application –Grant Details

12. **Dun and Bradstreet D-U-N-S Number:** Enter the D-U-N-S number for the applicant organization's fiscal agent. Applicants must obtain a D-U-N-S number prior to submitting the 21st CCLC Application on CCIP. To obtain a D-U-N-S number, go to: http://fedgov.dnb.com/webform.

II. Funding Application- Plan Relationships

- This is a READ ONLY, targeted view of data entered into the Planning Tool section of CCIP that is linked to this grant.

- As long as applicant has entered at least one GOAL, STRATEGY, and one FISCAL RESOURCE, information will appear on this Plan Relationships page.

II. Funding Application- Related Documents
(templates available in [CCIP NCDPI Resources Page](#))

Required

- 21st CCLC Basic Organization Information form – Organization Information, Fiscal Agent, Program Director (template provided)
- Organizational Chart – illustrates executive and key personnel of fiscal agent and partners (no template)
- Statement of Assurances (template provided)
- Debarment Certification (template provided)
- Criminal Background Check Certification (template provided)
- Organization's Written Fiscal Procedures (no template)
- Financial Audit/Status Statement (no template)
- Private Schools Consultation (template provided)
- Total Cost Worksheet (Excel template provided)
- Wallace Foundation Out-of-School Time Cost Calculator Outputs (no template provided, use Output form(s))
- 21st CCLC Proposed Feeder School(s) with School Poverty & Performance Status (Excel template provided)
- 21st CCLC Data Integrity and Confidentiality Certification form (template provided)

Optional

- Memorandum of Understanding (MOU) (template provided) *(NOTE: The MOU is a Required Document if applicant is filing as a Jointly Submitted application between an LEA and public or private community organization.)*

- Letters of Commitment/Partnership Agreement (Used to support rating for Section 9: Capacity to Implement, Partner, and Sustain)

- Budget Form FPD 208 (after grant is approved for non-LEAs)

Public Schools of North Carolina

How to Use the Scoring Rubric to Help Frame Your Proposal Narrative

Application Review & Scoring Process

Three levels of review:

- **Level I**
  - Reviewers are selected by SERVE based on their experience and knowledge
  - Reviewers use the 21st CCLC Application Rubric to guide scoring
  - Each application receives three (3) reviews/scores, which are averaged
- **Level II**
  - NCDPI assigns priority points to the Level I average score for a total application score
- **Level III**
  - NCDPI recommends to SBE grantees with the highest scoring applications to be funded based on available funding

Level I Application Review: Rating Rubric

Rubric Sections	CCIP Section	Maximum Points
Needs Assessment	Planning Tool	10
Program Design	FA-6	20
Family Engagement and Communication	FA-7	10
Project Administration	FA-8	10
Capacity to Implement, Partner, & Sustain	FA-9	10
Evaluation Plan and Use of Data	FA-10	15
Budget Narrative and Alignment	FA-11	5
Overall Proposal Alignment	All	10
Total Maximum Points – Level I Review		**90**

FA = Funding Application

Anatomy of the Rubric

11. Budget Narrative and Alignment (Level I Evaluation - 10 points)

The applicant provides a budget narrative that aligns costs with the proposed programming and demonstrates that costs are reasonable and necessary.

Dimensions	Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
a. Budget narrative aligns to proposed program	☐ Detailed budget narrative that clearly aligns to activities and administration proposed for the program.	☐ Budget narrative that somewhat aligns to activities and administration proposed for the program.	☐ Budget narrative with incomplete information or conflicting alignment with the proposed program.
b. Costs are reasonable and necessary	☐ Budget narrative sufficiently demonstrates that costs are reasonable and necessary given the program design and size.	☐ Budget narrative demonstrates that most costs are reasonable and necessary.	☐ Budget narrative does not demonstrate that costs are reasonable and necessary.

Applicant provides:

Needs Assessment – 10 pts. (Planning Tool)

I. PLANNING TOOL

Needs Assessment (Level I Evaluation - 10 points)

The applicant clearly identifies the low-performing, CSI, and/or TSI school(s) to be served and the planning to-date with school administrators about needs of students, uses data to demonstrate the need for the program, and summarizes the unmet needs of students in the targeted schools that the program proposes to address.

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	Identification of low-performing, CSI, and/or TSI school(s) and planning to-date with administrators	Clear identification of low-performing, CSI, and/or TSI schools the program proposes to serve and summary of planning to-date with school and district leaders	Identification of low-performing, CSI, and/or TSI schools but somewhat vague on extent of collaborative planning to-date with school administrators.	Vague or confusing description of schools the program will serve with no description of collaborative planning to-date with school administrators.
	Use of data (achievement, attendance, suspension, etc.) to demonstrate students' need for the proposed services	Clear and succinct summary of relevant data that effectively demonstrates the critical needs of targeted low-performing, CSI, and/or TSI schools and students for the proposed services.	Somewhat clear summary of data that demonstrates needs of targeted low-performing, CSI, and/or TSI schools and students for the proposed services.	Very weak or confusing summary of data that does not sufficiently demonstrate the needs of students at targeted low-performing, CSI, and/or TSI schools.
	Summary of unmet needs in the targeted school(s) that the program proposes to address	Clear, concrete, and convincing summary of the unmet needs of those the program proposes to serve.	General or somewhat clear summary of the unmet needs of those the program proposes to serve.	Very weak or confusing summary of the unmet needs of those the program proposes to serve.

Needs Assessment – 10 Pts. (Planning Tool)

a. **Identification of low-performing, CSI, and/or TSI school(s)**
   - Planning to date with school and district administrators

b. **Use of data to demonstrate students' need for proposed services**
   - Use of data from multiple sources to demonstrate need

c. **Summary of unmet needs**
   - Description of unmet needs of those proposed program will serve

Program Design – 20 Pts. (FA-6)

6. **Program Design (Level I Evaluation - 20 points)**

The applicant clearly describes: a) the overall program design and its alignment with the needs of targeted low-performing, CSI, and/or TSI schools; b) describes a focused and clear approach to providing academic improvement activities that will address students' academic needs; c) proposes enrichment and other activities that will support students' development and complement the academic program; and d) provides a rationale for why the proposed activities are expected to improve student outcomes (e.g., research, best practice, prior experience); and includes a clear schedule for the planned activities (weekly, monthly).

Dimensions		Leading (20-15 points)	Developing (14-7 points)	Lacking (6-1 points)
Applicant provides:	Program design aligns with the needs of targeted low-performing, CSI, and/or TSI school(s)	Clear summary of the overall program design and how it aligns with the identified needs of the targeted low-performing, CSI, and/or TSI school(s).	Somewhat clear summary of the overall program design, with only general alignment to the needs of the targeted low-performing, CSI, and/or TSI school(s).	Vague or incomplete summary of the program design with little or no alignment to the needs of the identified low-performing, CSI, and/or TSI school(s).
	Planned academic improvement activities to help students meet State academic standards	Focused and very clear description of planned academic improvement activities that will address students' academic needs (help students meet State academic standards).	Somewhat clear description of planned academic improvement activities that will address students' academic needs (help students meet State academic standards).	Vague or incomplete description of planned academic improvement activities.
	Other planned enrichment activities that complement regular academic program	Clear description with justification for enrichment activities that complement the regular academic program.	Somewhat clear description and justification for enrichment activities that complement the regular academic program.	Vague or incomplete description of enrichment activities.
	Rationale for why proposed program activities (academic and enrichment) are expected to improve student outcomes	Clear rationale for proposed program academic and enrichment activities (using evidence from research, best practice, prior experience).	Somewhat clear but general rationale for proposed program activities.	Confusing or missing rationale for proposed program activities.
	Overall schedule of program activities (academic and enrichment)	Clear description of the overall schedule of activities to be provided to students.	Somewhat clear description of the overall schedule of activities to be provided to students.	Confusing or incomplete description of the overall schedule of activities to be provided to students.

Program Design – 20 Pts. (FA-6)

a. **Program design aligns with identified needs of targeted students from low-performing, CSI and/or TSI school(s)**
   - Clear summary of overall program design aligned with identified needs
b. **Planned academic enrichment activities to help students meet State academic standards**
   - Instructional support activities (e.g., remedial educational activities)
   - http://www.dpi.state.nc.us/curriculum/
c. **Other planned enrichment activities that complement regular academic program**
   - Well-rounded education activities that support students' development
d. **Rationale for key aspects of program design**
   - Basis for selecting key proposed programs or activities for students (e.g., research, best practice, fit with student needs)
   - How proposed programs or activities are expected to benefit students
e. **Overall schedule of program activities**
   - Clear schedule of what activities will occur when for students (See Appendix B for samples)

Family Engagement & Communication – 10 pts. (FA-7)

7. Family Engagement (Level I Evaluation - 10 points)

The applicant clearly describes a) a process for assessing family needs in collaboration with the low-performing, CSI, and/or TSI school partners; describes specific b) literacy and educational development activities that will be offered to families in support of students' academic needs; and c) includes a clear schedule of when family engagement activities will occur.

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	Plan for assessing family needs in partnership with targeted low-performing, CSI, and/or TSI school(s)	Clear description of proposed methods for planning with partner schools to determine literacy and educational development needs of families.	General description of proposed methods for planning with partner schools to determine literacy and educational development needs of families.	Limited to no information about proposed methods for planning with partner schools around family literacy and educational development needs.
	Approach to supporting the literacy and educational development needs of families	Clear description of kinds of activities including literacy or related educational development support that will be offered to help families of students served by the program.	General description of kinds of activities for families including literacy or related educational development support that will be offered to help families of students served by the program.	Brief or incomplete description of activities to be provided to families (may also lack a focus on family support for the academic needs of students).
	Schedule for planned family engagement activities	Specific descriptions and possible schedule of proposed family engagement activities.	General schedule/description of proposed family engagement activities.	Vague or confusing schedule/description of proposed family engagement activities.

Family Engagement & Communication – 10 pts. (FA-7)

a. **Plan for assessing family needs**
- In partnership with targeted low-performing, CSI, and/or TSI school(s)
- Determine literacy and/or educational development needs of families

b. **Approach to supporting literacy, and/or related educational development needs**
- Description of types of activities proposed to help families support students' academic needs with clear rationale for inclusion
  - Family engagement activities should focus on literacy and/or related educational development

c. **Schedule for planned family engagement activities**
- Schedule or outline of proposed family engagement activities

Project Administration – 10 pts. (FA-8)

8. **Project Administration (Level I Evaluation - 10 points)**

The applicant provides clear plans for managing the program including those for: a) communication activities to regularly inform all stakeholders (e.g., family, community, school) about program access and ongoing student progress; b) staffing plan to ensure qualified program personnel are hired and retained; c) professional development/training and how trainings are aligned to program goals to ensure students receive quality academic and enrichment learning opprotunities; and d) ensuring students are transported safely to and from 21st CCLC site(s).

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	Community outreach to inform families, local community, and schools about the program	Clear description of proposed outreach activities designed to inform the community about the 21st CCLC program (e.g., access).	General or somewhat clear description of proposed outreach activities to inform the community about the 21st CCLC program (e.g., access).	Limited or incomplete description of community outreach activities.
	Staffing plan to operate the program with well-trained professionals (Program Director proposed and qualifications, number of staff needed)	Detailed staffing plan that includes: description of the roles of key personnel and expected qualifications number if staff proposed with explanation planned staff recruitment activities strategies to support staff retention methods for volunteer management (if applicable).	Staffing plan that includes some description of key personnel, staff recruitment activities, staff retention strategies, and volunteer management but with some information unclear or too general.	Limited or incomplete staffing plan.
	Professional development/ training for staff & volunteers	Well-developed plan for staff training, including volunteers, to improve staff knowledge of program goals, ethical conduct, safety procedures, and the provision of quality education.	General training plan for staff and volunteers to improve knowledge and skills but lacking in some details.	Limited or incomplete plan for staff training.
	Student transportation	Clear and specific description of how students will be safely transported to and from the 21st CCLC.	General description of how students will be safely transported to and from the 21st CCLC.	Vague or confusing information as to how students will be safely transported to and from the 21st CCLC.

Project Administration – 10 pts. (FA-8)

a. **Community outreach**
- Description of types of outreach activities to inform stakeholders about the 21st CCLC program
  - Families, schools, local community
  - Registration/access, successes

b. **Staffing plan to operate program with well-trained professionals**
- Description of key personnel roles and expected qualifications, (e.g., program director, site coordinators, teachers)
- Planned recruitment and retention strategies to ensure high quality staffing
- Planned volunteer management strategies (if applicable)

c. **Professional development/training for staff (& volunteers if applicable)**
- Description of plan for ensuring staff are well-trained for their roles
- Alignment to program goals
- NC Afterschool Professional Core Competencies

d. **Student transportation**
- Description of how students will be safely transported to and from the 21st CCLC program

Capacity to Implement, Partner & Sustain – 10 pts. (FA-9)

9. Capacity to Implement, Partner, and Sustain (Level I Evaluation - 10 points)

The applicant clearly describes the organization's: a) past experience/success or capacity to provide high-quality academic enrichment services; b) availability of key resources to be used in the program (e.g., facilities, equipment, technology, etc.); c) ability to leverage community-based resources (intended collaborations and partnerships with other organizations to enhance proposed services); d) plan to develop and sustain relationships with schools served; and e) approach to funding sustainability after the grant ends.

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	Prior success or capacity to provide proposed services	Extensive record of past success in implementing proposed services or a compelling description of how the lead organization and/or its partners will ensure high-quality academic enrichment services are provided.	Some record of past success in implementing proposed services or a good description of how applicant will ensure high quality academic enrichment services are provided.	Limited to no evidence of past success or any mention of how the applicant will ensure high quality academic enrichment services are provided.
	Available key resources for program implementation	Detailed description of available key resources to implement the proposed program.	General description of available key resources to implement the proposed program.	Limited description of available key resources to implement the proposed program.
	Leveraging of community-based resources	Clear and specific description of how community-based resources will be leveraged (intended collaborations and/or partnerships with other organizations to enhance proposed services).	Somewhat clear but general description of how community-based resources will be leveraged (intended collaborations and/or partnerships with other organizations to enhance proposed services).	Confusing or no information regarding leveraging of community-based resources (collaborations or partnerships with external organizations).
	Relationship with schools served	Clear description of how lead organization/agency will collaborate throughout the school year with targeted schools to continually assess needs and refine activities and services to align academic enrichment services.	General description of intent to collaborate with targeted schools but lacks specificity as to how needs for refinement will be made to ensure high-quality academic enrichment services are aligned.	Limited to no description of collaborative efforts to ensure alignment of services.
	Plan for seeking support for sustainability	Convincing approach to increasing community support and securing funding beyond the grant.	General approach to increasing community support and securing funding beyond the grant.	Limited to no description regarding increasing community support and securing funding beyond the grant.

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Capacity to Implement, Partner & Sustain (FA-9)

a. **Prior success or capacity to provide proposed services**

- Evidence of a prior track record in implementing proposed services, OR
- Compelling description that capacity exists to start up a new program

b. **Available key resources for program implementation**

- Description of infrastructure or operational capacity to implement the program (facilities, vehicles, equipment)

c. **Intended collaborations and/or partnerships**

- Description of partners or collaborators and their roles and how the collaborations strengthen the project

d. **Plan for seeking support for sustainability**

- A clear plan for securing specific types of funding to extend the program beyond the grant period

Evaluation Plan & Use of Data – 15 Pts. (FA-10)

10. Evaluation Plan and Use of Data (Level I Evaluation - 15 points)

The applicant includes: a) a clear set of program effectiveness/student success measures aligned to the program design, which includes at least one attendance measure and one student academic achievement measure; b) a data collection plan describing how the data for the student success/program effectiveness measures outlined will be collected and analyzed; and c) a description of how data will be used for improvement and annual reporting.

Dimensions		Leading (15-11)	Developing (10-6)	Lacking (5-1)
Applicant provides:	Program effectiveness measures focused on student attendance and academic achievement	Clear and specific articulation of program effectiveness measures with a focus on student attendance and achievement. [Measures must include at least one attendance measure and one student academic achievement measure.]	Somewhat clear articulation of program effectiveness measures with a focus on student attendance and achievement. [Measures must include at least one attendance measure and one student academic achievement measure.]	Incomplete or missing description of program effectiveness measures.
	Data collection plan for program effectiveness measures	Clear and specific description of how student data of various types will be collected and analyzed to evaluate program effectiveness.	General description of how student data of various types will be collected and analyzed to evaluate program effectiveness.	Incomplete or missing description of how student data will be collected and analyzed to evaluate program effectiveness.
	How data will be used to improve the program and report on program effectiveness	Clear and convincing description of how data will be used to improve the program (including discussion of data with stakeholders and partners) and how evaluation reports on program effectiveness will be shared.	Somewhat clear, but general description of how data will be used to improve the program and how evaluation reports on program effectiveness will be shared.	Incomplete or missing description of how data will be used to improve the program and to report on program effectiveness.

Evaluation Plan & Use of Data – 15 Pts. (FA-10)

a. **Program effectiveness measures focused on student attendance and academic achievement**
- The student outcomes that you will monitor over time. Need to describe at least one measure for monitoring progress in each of the following:
  - Student attendance (in afterschool program)
  - Student academic achievement

b. **Data collection plan for program effectiveness**
- For each program effectiveness measure, need to describe how data will be collected (data element and source, how it will be collected, how it will be analyzed)
- Can be organized as a table

c. **How data will be used to improve the program and report on program effectiveness**
- Description of how data will be used for program improvement and annual planning
- Approach to sharing annual program effectiveness data with stakeholders

Budget Narrative & Alignment – 5 pts. (FA-11)

11. Budget Narrative and Alignment (Level I Evaluation - 5 points)

The applicant provides a budget narrative that: a) aligns costs with the proposed programming; and b) demonstrates that costs are reasonable and necessary.

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	Budget narrative aligns to proposed program	Detailed budget narrative that clearly aligns to activities and administration proposed for the program.	Budget narrative that somewhat aligns to activities and administration proposed for the program.	Budget narrative with incomplete information or conflicting alignment with the proposed program.
	Costs are reasonable and necessary	Budget narrative sufficiently demonstrates that costs are reasonable and necessary given the program design and size.	General description suggesting that most costs are reasonable and necessary.	Insufficient description raises serious questions about costs.

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Budget Narrative & Alignment – 5 pts. (FA-11)

a. **Budget narrative aligns to proposed program**
- Budget aligns with what is proposed/described in Program Design and Project Administration

b. **Costs are reasonable and necessary**
- It is clearly evident that costs proposed are reasonable and necessary given program proposed

Overall Proposal Alignment – 10 pts. (All)

NOTE: CCIP does not include a field for "Overall Proposal Alignment;" rather, the grant reviewers will look across all sections of the proposal to determine, as a whole, how well-aligned and coherent the components of the proposal are, and the degree to which the proposal makes a compelling case for the need of the program and the likelihood the program will have positive student impacts.

Overall Proposal Alignment (Level 1 Evaluation - 10 points)

Applicant provides a proposal that, as a whole, is: a) aligned and coherent; and b) makes a compelling case for the need for the program and its likelihood for positive student impact (measurable student success) in targeted low-performing, CSI, and/or TSI schools.

Dimensions	Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides: Alignment across sections of the proposal	Well-written proposal that is clearly aligned across all sections of the application.	Somewhat clear proposal that is aligned across most sections of the application.	Confusing proposal that is limited in alignment and fragmented across several sections.
Case for need and for the likelihood of measurable student success in targeted low-performing, CSI, and/or TSI schools.	Proposal makes a compelling case for need and for the likelihood of measurable student success in targeted low-performing, CSI, and/or TSI school(s).	Proposal makes a general case for the need and for the likelihood of measurable student success in targeted low-performing, CSI, and/or TSI school(s).	Proposal lacking or incomplete in the case it makes regarding the need and for any likelihood of measurable student success.

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Overall Proposal Alignment (All)

a. **Alignment across sections of the proposal**
   - All sections of the application fit together as a whole

b. **Case for need and rationale, and for the likelihood of measurable student success**
   - Makes a compelling case as to why the program is needed
   - Provides rationale that the program will likely have a positive (measurable) impact on students in targeted low-performing, CSI and/or TSI schools

Tips – To Prepare

- Read and Understand the RFP Guidance before starting.
- Download and review all Required and Optional Documents so that you have time to obtain and complete the required commitments and supports, including matching fund requirements.
- Read the scoring rubric to be used in the grant review process very carefully so you understand what the reviewers will be looking for and if your program model is a good fit for this RFP.

Tips – To Develop Your Application

- Clearly identify the academic, attendance, or behavioral needs of targeted at-risk students with your LEA or school partners.
- Identify partner schools and develop a partnership agreement with school principals that describes the roles/responsibilities of the non-profit and the schools in implementing the program model for the at-risk students needing additional support.
- Be clear about your "end in mind" for targeted students in terms of desired outcomes to be measured (how you will use data to monitor student progress on key outcomes).
- Be clear about your program model (use of logic model to show how it works).

Tips – To Finalize Your Application

- Use the rubric to help frame how each section is written and entered into the CCIP (consider organizing your content to align with the rubric dimensions).
- Before you submit, have your colleagues or partner school principals review your draft application against the rubric and give you feedback about where it is unclear.
- Make sure your budget is aligned with the program model and number of students projected to be served.

Tentative Timeline

- January 2020 – Request for Proposal Announcement
- **Jan. – Feb. 2020 – Four Regional Technical Assistance Mtgs**
- February 10, 2020 – Technical Assistance Webinar
- **February 21, 2020 – Notice of Intent to Apply Due**
- February 2020 – CCIP Training(s)
- **March 30, 2020 – Applications Due (11:59 p.m.)**
- April- May 2020 – Level I & II Reviews
- **June 4, 2020 – SBE Meeting for Review and Approval of Recommended Applications; Notification to follow in days after SBE meeting**
- June – July – Applicant Consultations

21ˢᵗ CCLC Contact Information

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